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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which explains how to determine student grades in a CBVE system, covers the following topics: identifying factors influencing grades, and exploring several grading systems already in use. (KC)

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# COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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## A LEARNING GUIDE

**Task** ASSIGN GRADES

**Purpose** Grades in a competency-based system must reflect the competency of the student. The grading system must be easy to understand and use, fair, and criterion referenced. This manual will explore the factors influencing a grading system and provide several examples of CBVE grading systems currently in use.

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

| Program | Task | Est. Time | Prereq. |
|---|---|---|---|
| PTT | 013 | 3 Hours | |

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ASSIGN GRADES

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| DEPT. | PROG | TASK | TPO | MPO |
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| | PTT | 013 | 013 | |

## INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Administrative Support Necessary to Implement CBVE

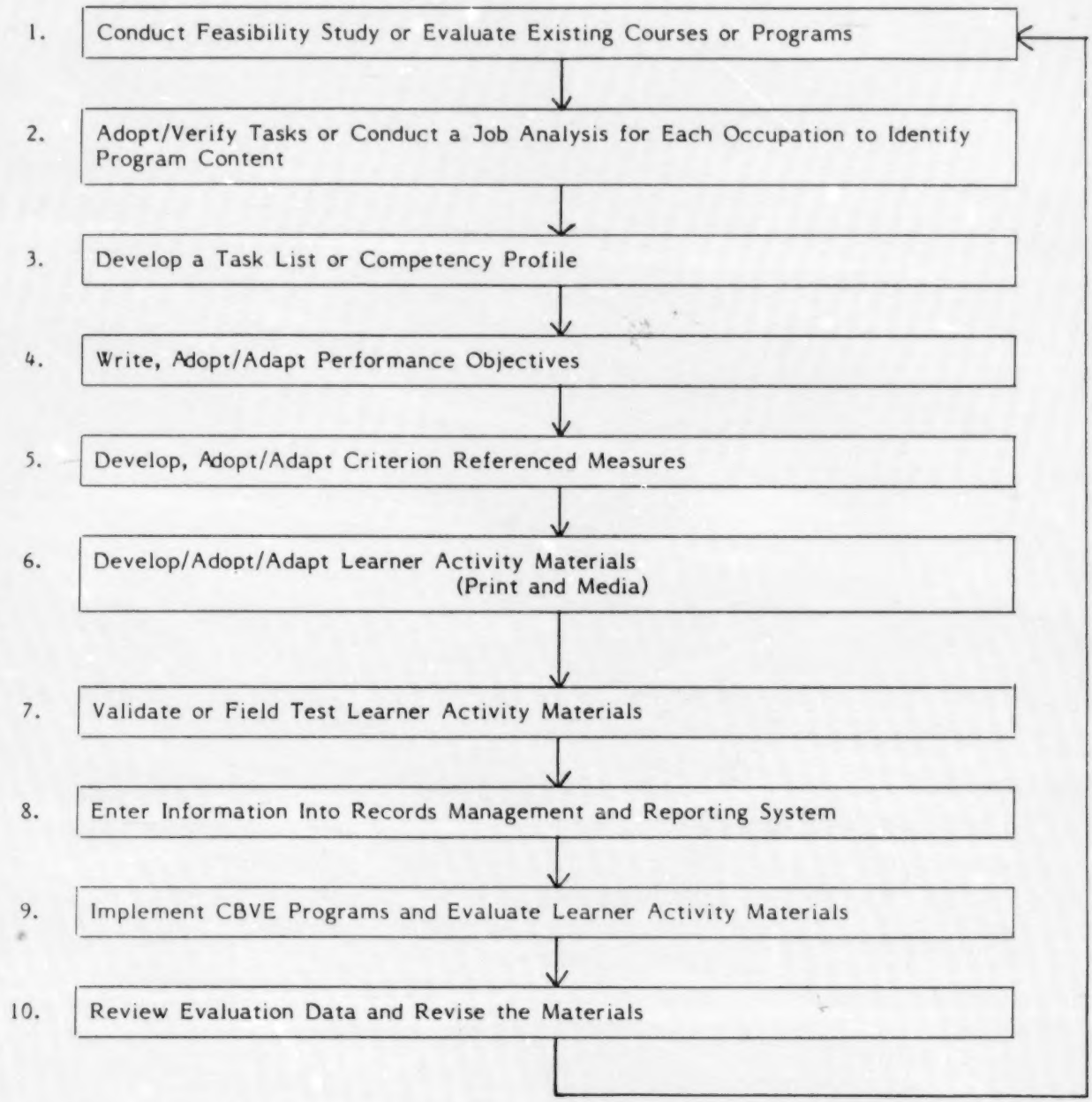
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

| DEPT. | PROG | TASK | TPO | MPO |
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## FOREWORD

What does an "A," "B," "C," "D,"or "F" mean? Often, they are an instructor's best guess as to how a student has performed compared to others in a group. If the group is poorly motivated, lacking prerequisites, or does not receive quality instruction, the "A" from that group may be only a "C" in another group. This norm-referenced approach is inappropriate for use in a CBVE instructional system.

Grading has often been portrayed as bad or demeaning. This is not true. What is bad about grading is the way it has been used. It is bad for a student to work up to his/her abilities and then receive a low grade because of a poorly constructed test or instructional techniques, an artificial grading curve, or any other reason which has nothing to do with measuring actual competence. It is good to evaluate student mastery of tasks and report progress regularly. This enhances learning, provides motivation, builds confidence, encourages excellence, provides accountability, and measures or evaluates the quality of instruction. So, while grades may seem to be in conflict with the strict concepts of CBVE, they are really a useful tool. The problem is not with grades as such, but rather, with how grades are assigned.

In any grading system, grades must be as objective and fair as possible. They must also be seen as fair and objective by students, administration, and the community. Instructors must base grades on a system known in advance to all and must provide appropriate documentation and records to verify that grades were assigned in a systematic, consistent, objective, and fair manner.

In a CBVE system, grades should reflect the actual competence of each student, not his/her relative competence as compared to fellow students. Successful task mastery is the goal of CBVE. Tests and checklists provide the criteria for task mastery. Each student is evaluated individually against the pre-set standards for each task.

This manual will explore the various aspects of grading, several systems in use, and define some parameters for developing a CBVE grading system.

# OBJECTIVES OF THIS MANUAL

## 1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: An actual school setting

YOU WILL: Identify how to assign grades

HOW WELL: You must score 13 out of 14 or 93% on a written exam and 14 out of 14 on a checklist.

## 2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify factors influencing grades
2. Explore several grading systems already in use

# PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5.
2. Read the learning steps and resources for each micro-performance objective.
3. Complete the activity sheets for each micro-performance objective.
4. Complete the written exam.
5. Complete the performance test and review with your school's CBVE resource person.

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

# MICRO - PERFORMANCE OBJECTIVE #1

Identify Factors Influencing Grades

## LEARNING STEPS

1. Read Resource #1 to identify the parameters of a CBVE grading system.
2. Complete Resource #2 for a self-check on CBVE grading parameters.
3. Read Resource #3 for information on the various options for CBVE grading systems.
4. Complete Resource #4 for a review of CBVE grading options.
5. Go on to MPO #2.

## RESOURCES

1. Information Sheet 013-001-001, "CBVE Grading Parameters," in this guide, pages 9-10.
2. Activity Sheet 013-001-002, "CBVE Grading Parameters," in this guide, pages 11-12.
3. Information Sheet 013-001-003, "CBVE Grading Options," in this guide, page 13.
4. Activity Sheet 013-001-004, "CBVE Grading Options," in this guide, pages 14-15.
5. MPO #2 in this guide, page 16.

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|---|---|---|---|---|
| | PTT | 013 | 013 | 001 |

INFORMATION SHEET

013-001-001

CBVE Grading Parameters

To develop a CBVE grading system, we must first lay the foundation for the system. This foundation consists of the following:

- Successful mastery of tasks is the goal of CBVE
- Cognitive tests and performance checklists provide the criteria for task mastery.
- Each student is evaluated individually against the pre-set standards for each task NOT against how well other students performed the task.
- Any student can master any task at a high level of competence if he/she is motivated to do so and is given the right kind of instruction and enough time to learn the task.
- The time it takes a student to learn a task has little to do with how well the task can be performed once it is mastered.
- Cognitive exams and activity sheets are used to signal cognitive mastery and should not be used to determine grades.
- The tasks to be learned, conditions of performance, and standards of evaluation are made known to all students in advance of instruction.
- Learning activities are not graded or assigned points toward a grade.
- Grades are earned for successful completion of tasks and not given for just attending school.
- Every student must know, in advance, the criteria for the grading system and what is required to earn each possible grade.
- Every student must have equal opportunity to earn each possible grade.
- At any given point in time, each student should be able to compute his/her grade up to that point.

- The grade earned by a student is a measure of competence based on attainment of skills, knowledge, and attitudes needed on the job.
- The grading system must be as objective and fair as possible.
- The instructor must be systematic and consistent in the application of the grading system.
- Documentation and records must exist to verify that grades were assigned in a systematic, consistent, objective, and fair manner.
- The grading system should be evaluated regularly and perhaps modified based upon field test results.

With these foundations in mind, we will now look at the various options for creating a CBVE grading system.

ACTIVITY SHEET

013-001-002

CBVE Grading Parameters

Answer the following questions without looking back in this manaul. Check your answers with the following answer key.

1. The goal of CBVE is successful mastery of tasks. T F
2. The criteria for task mastery is provided by _____.
   A. Conditions of performance
   B. Standards of evaluation
   C. Tests and checklists
   D. None of the above
3. In a CBVE system, students are evaluated against _____.
   A. Pre-set standards
   B. Other students
   C. Learning activities
   D. None of the above
4. Grades in a CBVE system are awarded for _____.
   A. Tasks mastered
   B. Learning activities
   C. Attending school
   D. All of the above
5. Students must know in advance the criteria for grading. T F
6. All students should have equal opportunity to earn each available grade. T F
7. The grading system should be based on how well a student can perform a task compared to other students. T F
8. The grade earned by a student is a measure of competence based on attainment of _____ needed on the job.
   A. Attitudes
   B. Knowledge
   C. Skills
   D. All of the above
9. Documentation and records to verify grades must be kept. T F
10. A student should be able to compute his/her grade at any time. T F

ANSWER KEY

For Activity Sheet 013-001-002

1. T
2. C
3. A
4. A
5. T
6. T
7. F
8. D
9. T
10. T

INFORMATION SHEET

013-001-003

CBVE Grading Options

In a pure CBVE system, the pass/fail option is the preferred one. The student receives, upon exiting a course/program, a list of tasks mastered. However, as a matter of policy, most CBVE schools award grades and supply each student with a list of tasks mastered.

Many different grading systems are in use in competency-based programs around the United States. These include systems which base grades on:

- The number of tasks attained during a given grading period
- The number of tasks to be mastered for each letter grade
- The mastery or achievement level reached for each task
- Pass/fail
- Any other systems or combinations in use

Each of the above systems will work in a CBVE program, however, the only one recommended, is the first one which is to base the grade on the number of tasks attained. Reports are available which outline the advantages and disadvantages of the other systems. If you are interested in these, contact your regional ICBVE consultant. For an in-depth review of grading, see the Handbook for Developing Competency-Based Training Programs by Dr. Bill Blank, Prentice-Hall, Inc.

ACTIVITY SHEET

013-001-004

CBVE Grading Options

Directions: Please complete the following. Check your answers with the answer key on the next page.

1. List four types of CBVE grading systems.

   A.

   B.

   C.

   D.

2. Which of the CBVE grading systems is the one recommended for use?

ANSWER KEY

For Activity Sheet 013-001-004

1. A. The number of tasks attained during a given grading period

   B. The number of tasks to be mastered for each letter grade

   C. The mastery or achievement level reached for each task

   D. Pass/fail

2. The number of tasks attained during a given grading period.

# MICRO - PERFORMANCE OBJECTIVE #2

Explore Several Grading Systems Already in Use

## LEARNING STEPS

1. Read Resource #1 for information on the grading system at the Stephenson Area Career Center.
2. Complete Resource #2 for a review of the SACC grading system.
3. Read Resource #3 for information on grading at the Ridge Vo-Tech Center.
4. Go on to MPO #3.

## RESOURCES

1. Information Sheet 013-002-001, "Grading at SACC," in this guide, pages 17-23.
2. Activity Sheet 013-002-002, "Grading Review," in this guide, pages 24-26.
3. Information Sheet 013-002-003, "How You Are Graded at Ridge," in this guide, pages 27-32.
4. MPO #3 in this guide, page 33.

| DEPT. | PROG | TASK | TPO | MPO |
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| | PTT | 013 | 013 | 002 |

INFORMATION SHEET

013-002-001

Grading at Stephenson Area Career Center

The competency-based individualized instruction system used at the Stephenson Area Career Center directly involves the student in planning what will be studied. The student and instructor enter into a contract at the start of each grading period. This contract plans what learning guides will be completed, the amount of time it should take to complete each learning guide, and how many mastery hours must be completed to earn a letter grade.

The grading scale is based on the following percentage of mastery hours and daily performance points:

| | |
|---|---|
| A | 95% or above |
| B | 87% to 94% |
| C | 80% to 86% |
| D | 72% to 79% |
| F | 71% or below |

Mastery hours are the number of hours it should take to complete a learning guide, not the number of hours that it actually takes a student to complete the student learning guide (SLG).

At mid-term, a conference is held between the instructor and the student to check progress and possibly make adjustments to contract hours. If the mid-term grade is below a "C", an interim report is sent to the parents and home school. The student may request a grade conference with the instructor or the administrative assistant at any time.

As students master the tasks, the instructor records the actual time it took to master each task. At the end of the quarter, the hours are added up along with the daily points and a grade is determined.

*NOTE: The following has been adapted from the SACC teacher training system. The student performance contract is the one you completed in PTT 010, MPO #2. The class record book was covered in PTT 012. Evaluating the affective domain was covered in PTT004, MPO #4.*

Grading

SACC grading is based on the information recorded on the student performance contract and the class record book.

This grading procedure permits each student to be graded on:

- Tasks mastered
- Daily performance points

At the end of each quarter, student grades will be assigned and reported to the attendance secretary on the forms provided.

A student referral must be on file with the administrative assistant for any student being given a letter grade below "C".

How to Determine Student Grades

The following steps are to be followed to determine the student's grade:

1. Compute the total planned hours for task mastery which includes:
   A. Task mastery hours (from contract)
   B. Hours into an SLG or task
2. Compute total daily performance points from class record book.
3. Determine letter grade from student grading scale on student performance contract.

The following is an example of how to determine student grades.

DETERMINE THE STUDENT GRADE

STEP 1
COMPUTE TOTAL PLANNED HOURS
FOR SLG'S MASTERED

| | | | | |
|---|---|---|---|---|
| GRADE | | A | 76 | 190 |
| D/ABSENT | | B | 64 | 174 |
| TL HRS | 70 | C | 64 | 160 |
| TL PTS | | D | 57 | 142 |

ADJUST % _____

Review the contract to the left and total the planned SLG's mastered (numbers circled).

NOTE: Add total planned hours, not actual hours, plus any adjustments (ADJ) and actual hours in a SLG not mastered, see SLG #217.

This total will be 70 hours; enter 70 on total hours line for quarter. (See example)

| QUARTER | | | | MID-TERM | | | |
|---|---|---|---|---|---|---|---|
| PLANNED | | ACTUAL | | PLANNED | | ACTUAL | |
| SLG | HRS | HRS | M | SLG | HRS | HRS | M |
| 000 | (3) | 3 | ✓ | | | | |
| 112 | (5) | 7 | ✓ | | | | |
| 115 | (10) | 9 | ✓ | | | | |
| 207 | (6) | 6 | ✓ | | | | |
| 213 | (5) | 5 | ✓ | | | | |
| 214 | (4) | 7 | ✓ | | | | |
| 216 | (13) | 15 | ✓ | | | | |
| 217 | 8 | (6) | | | | | |
| 219 | (8) | 6 | ✓ | | | | |
| 220 | (5) | 7 | ✓ | | | | |
| 305 | (5) | 7 | ✓ | | | | |
| 301 | 4 | 75 | | | | | |
| 800 | 6 | | | | | | |
| ADJ | (2) | | | | | | |
| | 70 | | | | | | |
| | | | | | | | |
| | | | | | | | |
| TL | 80 | | | | | | |
| DATE | | | | | | | |
| INIT. | | | | | | | |

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 002 |

Step 2
Compute Total Daily Points

Using your class record book, total the students daily points for the quarter and enter them on the line, total points for quarter.

Let's say these points total 180. Enter the 180 as shown below.

| | | | | |
|---|---|---|---|---|
| GRADE | | A | | |
| D/ABSENT | | B | | |
| TL HRS | | C | | |
| TL PTS | 180 | D | | |

ADJUST % _____

Step 3
Determine Grade From Grade Chart Figures on the Student Performance Contract

Compare numbers you have entered for total hours and total points to students grade figures and enter student grade. The 70 planned hours and 180 daily points tell you this student has a grade of "B" for the quarter. Enter the grade as shown in the example below.

| | | | | |
|---|---|---|---|---|
| ____ | QUARTER | | | |
| | CONTRACT | | | |
| GRADE | B | A | 76 | 190 |
| D/ABSENT | | B | 69 | 174 |
| TL HRS | 70 | C | 64 | 160 |
| TL PTS | 180 | D | 57 | 144 |

ADJUST % _____

INFORMATION SHEET

013-002-001 (Continued)

Attendance Reporting

When you report quarter grades, you will also show the number of days the student was absent for the quarter. Using your class record book, compute this total. Our student was absent one day.

When days absent are entered, your quarter grade and attendance information on the student performance contract for our student would look like the example below.

| | | | | |
|---|---|---|---|---|
| GRADE | B | A | | |
| D/ABSENT | 01 | B | | |
| TL HRS | 70 | C | | |
| TL PTS | 180 | D | | |

ADJUST % _____

At the end of each quarter, each SPC will have the above information filled in.

Secondary Student Attendance at SACC

- Regulated by home school calendar
- Taken daily by block
- Forwarded to home school, daily
- All absences considered contract time lost

Attendance Adjustments

For student absences, the instructor may make student performance contract time adjustments. This is done by placing ADJ in the SPC planned column and the number of hours in the hours column. At grade time, add this number with planned hours to adjust for student absences. See example below.

| QUARTER | | | |
|---|---|---|---|
| PLANNED | | ACTUAL | |
| SLC | HRS | HRS | M |
| | | | |
| | | | |
| ADJ | 2 | | |
| | | | |

There are three reasons the instructor makes attendance adjustments.

- Two-day quarter adjustment
- Medical
- Home school requests

Let's take a look at each of these items.

Two-day quarter adjustment

At the beginning of each quarter, each student is given a two-day adjustment when the SPC is entered into.

Medical

When a student is absent for medical reasons, adjustment must be made for time missed. To verify such absence, discuss with the student, call home, or check with the SACC attendance office.

Home school requests

Occasionally, the home school calendar may change or students will go on a field trip. For any home school request, the office will notify the instructor. It will be the instructor's responsibility to make the SPC adjustment.

- Attendance adjustment is important to the student.
- Attendance adjustment is the **instructor's responsibility**
- Communication with your students is necessary to make proper attendance adjustments

Grade Computation

What if the letter grade for planned, mastered hours and daily points are not the same? You may use the weighted factor 25/75 and compute students grade by the four steps that follow:

1. $\frac{\text{Mastery hours}}{\text{Contract Hrs.}}$ X .75 = A

2. $\frac{\text{Daily points earned}}{\text{Daily points per quarter}}$ X .25 = B

3. Add A + B = Percent of mastered hours and points

4. Compare percent to percentage on page 17 and enter grade

Example:

$\frac{\text{Mastery Hours}}{\text{Contract Hours}}$ $\frac{72}{80}$ X .75 = 67.5

$\frac{\text{Daily points earned}}{\text{Total daily points}}$ $\frac{170}{185}$ X .25 = 22.9

67.5 + 22.9 = 90.4

Letter grade B

Summary

Grading is based on the information recorded on the SPC and class record book. A student referral must be on file with the administrative assistant for any student being given a letter grade below "C".

To determine a student grade:

- Compute total planned SLG hours mastered, which includes:

  Task mastery hours

  Actual hours into an SLG
- Compute total daily performance points from class record book
- Determine letter grade from student grading scale on SPC

At the end of each quarter, all grade information will be recorded on the SPC.

ACTIVITY SHEET

013-002-002

Grading Review

Answer the following without looking back in this manual. Check your answers with the answer key.

1. Grading is based on what two records?

   A.

   B.

2. Explain the three steps to determine a student grade.

   A.

   B.

   C.

3. Give three reasons for making an attendance adjustment on a SPC.

   A.

   B.

   C.

4. Give the percentages for the letter grades that the performance contract grade charts is based on.

   A_____ C_____

   B_____ D_____

5. Student letter grades are weighted, give the percentage.

   _____ daily points _____mastered, planned hours

6. Let's see how you can do in computing quarter grades. Below you will find student information from the student class record book. On the following page is an SPC with each quarter information entered. Determine the quarter grade for each quarter. NOTE: Daily points earned are **actual** and do not need to be adjusted. Consider that the student each

quarter is not the same student.

A. First quarter
180 daily points
Absent 3 days

B. Second quarter
170 daily points
Absent 5 days

STUDENT PERFORMANCE CONTRACT

STUDENT NAME _____ SCH YR _____ SACC PROGRAM _____ HOME SCHOOL _____ 1-2-3 BLOCK _____ J-S-P-A GRADE _____ 1-2 SEM _____

(A.)

| | | HRS | PTS |
|---|---|---|---|
| 1 QUARTER | | 88 | 190 |
| CONTRACT | | 94 | 210 |
| GRADE | A | 90 | 195 |
| D/ABSENT | B | 73 | 193 |
| TL HRS | C | 67 | 168 |
| TL PTS | D | 60 | 151 |
| ADJUST % | | | |

(B.)

| | | HRS | PTS |
|---|---|---|---|
| 2 QUARTER | | 84 | 205 |
| CONTRACT | | 78 | 195 |
| GRADE | A | 71 | 185 |
| D/ABSENT | B | 68 | 169 |
| TL HRS | C | 62 | 150 |
| TL PTS | D | 60 | 140 |
| ADJUST % | | | |

| QUARTER PLANNED SLG | QUARTER PLANNED HRS | QUARTER ACTUAL HRS | QUARTER ACTUAL M | MID-TERM PLANNED SLG | MID-TERM PLANNED HRS | MID-TERM ACTUAL HRS | MID-TERM ACTUAL M |
|---|---|---|---|---|---|---|---|
| 102 | 5 | 6 | ✓ | | | | |
| 103 | 7 | 6 | ✓ | | | | |
| 105 | 3 | 2 | ✓ | | | | |
| 110 | 8 | 9 | ✓ | | | | |
| 111 | 7 | 9 | ✓ | | | | |
| 114 | 10 | 12 | ✓ | | | | |
| 115 | 5 | 7 | ✓ | | | | |
| 120 | 9 | 11 | ✓ | | | | |
| 132 | 14 | 16 | ✓ | | | | |
| 139 | 10 | 4 | | | | | |
| 151 | 6 | | | | | | |
| TL | 84 | | | | | | |
| DATE | | | | | | | |
| INTL | | | | | | | |

| QUARTER PLANNED SLG | QUARTER PLANNED HRS | QUARTER ACTUAL HRS | QUARTER ACTUAL M | MID-TERM PLANNED SLG | MID-TERM PLANNED HRS | MID-TERM ACTUAL HRS | MID-TERM ACTUAL M |
|---|---|---|---|---|---|---|---|
| 139 | 6 | 9 | ✓ | | | | |
| 151 | 6 | 8 | ✓ | | | | |
| 170 | 5 | | | | | | |
| 171 | 6 | 5 | ✓ | | | | |
| 173 | 8 | 9 | ✓ | | | | |
| 178 | 9 | 9 | ✓ | | | | |
| 201 | 7 | 6 | ✓ | | | | |
| 205 | 10 | 12 | ✓ | | | | |
| 210 | 5 | 4 | | | | | |
| 212 | 4 | 4 | ✓ | | | | |
| 225 | 9 | | | | | | |
| TL | 78 | | | | | | |
| DATE | | | | | | | |
| INTL | | | | | | | |

ANSWER KEY

For Activity Sheet 013-002-002

1. A. Class record book

   B. Student performance contract

2. A. Total planned SLGs mastered from SPC

   B. Compute total of daily performance points

   C. Determine letter grade from student grade scale on SPC

3. A. Two-day quarter adjustment

   B. Medical

   C. Home school request

4. A. 95%

   B. 87%

   C. 80%

   D. 72%

5. A. 25% daily points

   B. 75% mastered planned hours

6. A. Grade = C
   Days absent = 3
   Total Hours = 68
   Total points = 180

   68 + 4

   A = 95% or above
   B = 87% to 94%
   C = 80% to 86%
   D = 72% to 79%
   F = 71% or below

   B. Grade = D
   Days absent = 5
   Total hours = 60 (56 + 4 adjusted)
   Total points = 170

   $\frac{60}{78}$ X .75 = 57.6

   $\frac{170}{195}$ X .25 = 21.7

   79.3 = D

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 002 |

## HOW YOU ARE GRADED AT RIDGE

One of the major differences between a competency-based program and a traditional program is how students earn their grades. A competency-based grading system is being used at Ridge that utilizes the following ideas:

- You should know at the beginning exactly how you will be evaluated and graded.
- You should not compete with other students for grades; you should compete with a set standard.
- Your grade should be based on your attainment of tasks needed on the job.
- You should receive credit toward a grade for successfully completing tasks, not for just attending school.

You will receive credit as you attain competency in each task listed on the program task listing. You are either competent or you need to repeat part of the learning activities to attain competency. Grades are based on the number of tasks you attain during the grading period rather than on each task.

Competency-based programs do not normally issue letter grades. However, agencies that sponsor students sometimes ask to see letter grades and school districts require them for high school students. Therefore, at Ridge we have worked out a grading system that satisfies both our competency-based preferences and these other considerations.

At the end of the grading period, grades are computed for adults and high school students. Adults receive an S/U (satisfactory/unsatisfactory) grade. High school students require credits for graduation; therefore, the grading system is adjusted for the number of credits needed and a letter grade is given. The Guidance Office will discuss the grading procedure with each high school student.

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## HERE'S HOW IT WORKS...

Each task in your program is worth a set number of standard hours of credit toward a grade. For example, a particular task may be worth 12 standard hours of credit. When you successfully complete the task, you get 12 hours of credit toward your grade—*no matter how many or how few hours it actually took you to attain the task*. Remember this point! It's basic to understanding the grading system.

If you are a full-time day student, you receive instruction 5 hours a day, 5 days a week for a 6-week grading period, or 150 hours ($5 \times 5 \times 6 = 150$). In this case you will be held responsible for accomplishing 150 hours' worth of learning.

If you are a part-time student in the vocational shop because you are out for one or more academic classes or attend the Individualized Manpower Training System (IMTS) program, you will be receiving instruction for less than 150 hours, let's say 130. In such a case, you would be held responsible for accomplishing 130 hours' worth of learning.

## A CASE HISTORY or... How Tom Clark, a Typical Ridge Student, Got His Grades

Tom is a full-time adult student enrolled at Ridge in Automotive Mechanics. He is also attending IMTS to improve his math skills. Here are the steps Tom took in planning his program. You will see how he ultimately obtained his grades.

STEP 1. Tom and his instructor sat down at the beginning of the grading period to plan together the tasks that Tom would agree to attain during the grading period. The instructor gave Tom a *student performance agreement form*—the official form that students at Ridge are required to fill out each grading period for the purpose of planning their work and figuring their grades. (See the sample student performance agreement form on the next page.)

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 002 |

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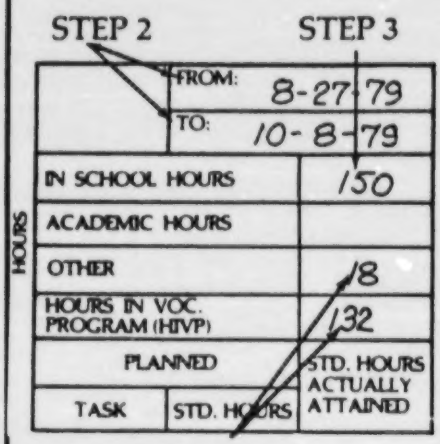
## INFORMATION SHEET

### 013-002-003 (Continued)

STEP 2 The dates covered by this grading period were entered in the FROM and TO spaces of the form.




## STEP 4

STEP 3 The total number of hours that Tom would be attending was entered in the IN SCHOOL HOURS space.

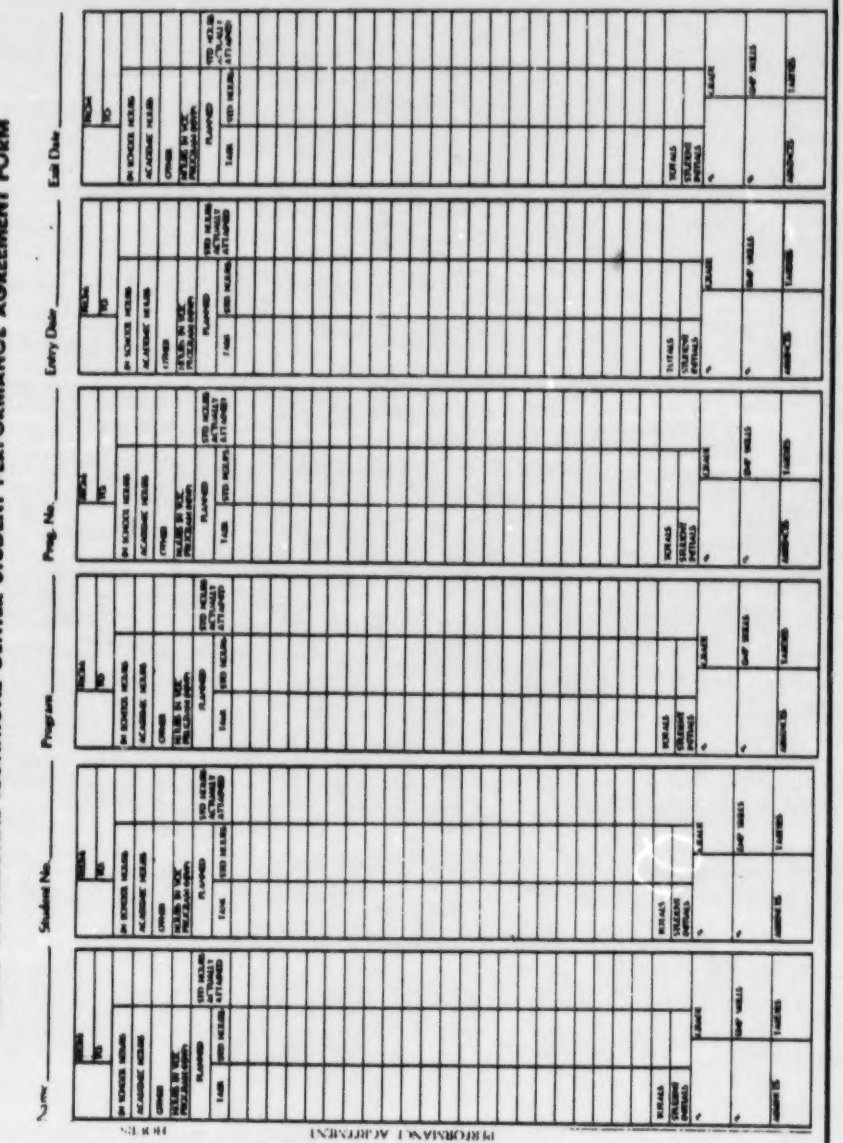
STEP 4 The number of hours Tom would be away from his vocational program was entered in the OTHER space. This number was subtracted from IN SCHOOL HOURS to obtain the number of HOURS IN VOC. PROGRAM (HIVP). Tom planned to be in IMTS 18 hours during this grading period, so 150-18=132. From this calculation—the HIVP—we learn that Tom would be held responsible for 132 hours worth of learning during the first grading period.

STEP 5 Since he would be responsible for 132 hours of learning, Tom and his instructor agreed on a list of tasks Tom would attain that had a total of at least 132 standard hours.

a. They selected the task numbers and standard hours directly from the program task listings and entered them on the student performance agreement form. (See the example to the right.)

b. The standard hours for these tasks were totaled, and were seen to exceed the HIVP minimum required. Had they been less, more tasks would have needed to be added.

c. Tom initialed the form to show that he was aware of what was expected of him during this grading period.




| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 002 |

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INFORMATION SHEET

013-002-003 (Continued)

## STEP 5

PERFORMANCE AGREEMENT

| PLANNED | | STD. HOURS ACTUALLY ATTAINED |
|---|---|---|
| TASK | STD. HOURS | |
| A-01 | 10 | |
| A-02 | 5 | |
| A-03 | 20 | |
| B-01 | 20 | |
| B-02 | 16 | |
| B-04 | 10 | |
| B-05 | 5 | |
| C-01 | 12 | |
| C-03 | 15 | |
| C-10 | 10 | |
| D-3 | 10 | |
| BRAKES | 6 | |
| | | |
| b → TOTALS | 139 | |
| c → STUDENT INITIALS | TC | |

a

*Tom and his instructor could have added or removed tasks from this list at any time during the grading period if they wanted to. Notice that work assignments not on the program task listing (like brake job) can be planned. Just remember you must agree to as many standard hours of work as you plan to be spending in the vocational program (HIVP)!*

STEP 6 As the weeks progressed and Tom successfully attained task A-01 by completing the written test and the performance test, his instructor initialed and dated the space on the performance agreement to the right of task A-01. Each time Tom successfully attained a task, his instructor initialed and dated the appropriate space.

*If you feel that you can pass the performance test on any of the program tasks based on your previous experience, ask the instructor to give you the test. If you demonstrate competency, you will receive the standard hours assigned to that task without having to go through all the learning activities. If you do not demonstrate competency, you will be expected to go through the learning guides as usual.*

## STEP 6

| PLANNED | | STD. HOURS ACTUALLY ATTAINED |
|---|---|---|
| TASK | STD. HOURS | |
| A-01 | 10 | 9/2 MT |
| A-02 | 5 | 9/3 MT |
| A-03 | 20 | 9/15 MT |
| B-01 | 20 | 9/17 MT |
| B-02 | 16 | 9/21 MT |
| B-04 | 10 | 9/27 MT |
| B-05 | 5 | 10/1 MT |
| C-01 | 12 | 10/5 MT |
| C-03 | 15 | (5) MT |
| C-10 | 10 | |
| D-03 | 10 | |
| BRAKES | 6 | 9/26 MT |
| | | |
| TOTALS | 139 | |
| STUDENT INITIALS | TC | |

STEP 7 At the end of the grading period, Tom and his instructor sat down to figure Tom's grade. They added up the total standard hours for those tasks attained. The instructor included 5 hours for C-03 during the grading period for a total of 109 hours.

*Notice that Tom actually attained tasks A-01, 02, 03, B-01, 02, 04, 05, C-01, and did a brake job. Also notice that Tom completed a substantial part of task C-03 and got 5 hours credit toward his grade. Tom did not complete tasks C-10 and D-03.*

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 002 |

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## STEP 7

| PLANNED | | STD. HOURS ACTUALLY ATTAINED |
|---|---|---|
| TASK | STD. HOURS | |
| A-01 | 10 | 9/2 MT |
| A-02 | 5 | 9/3 MT |
| A-03 | 20 | 9/5 MT |
| B-01 | 20 | 9/17 MT |
| B-02 | 16 | 9/21 MT |
| B-04 | 10 | 9/27 MT |
| B-05 | 5 | 10/1 MT |
| C-01 | 12 | 10/5 MT |
| C-03 | 15 | (5) MT |
| C-10 | 10 | |
| D-03 | 10 | |
| BRAKES | 6 | 9/26 MT |
| | | |
| TOTALS | 139 | 109 |
| STUDENT INITIALS | T.C. | |
| % | GRADE | |

These hours were the standard hours assigned to each task taken from the program task listing, and not the time spent in attaining them that Tom recorded on his time card.

STEP 8 Tom and his instructor converted the standard hours that Tom actually attained into a percentage. The percentage reflects the proportion of hours attained (109) to the hours in the vocational program (132). To obtain the percentage, they divided the ACTUAL TASKS ATTAINED by the HIVP:

$$
\begin{array}{r}
.825 \text{ or } 83\ \% \\
132\overline{)109.000} \\
105\ 6 \\
\hline
3\ 40 \\
2\ 64 \\
\hline
760
\end{array}
$$

To see whether he obtained a satisfactory grade, they simply consulted the Polk County grading scale. A satisfactory grade is 65% or above.

### Polk County Grading Scale

| | | |
|---|---|---|
| A | (93 – 100%) | Superior |
| B | (85 – 92%) | Above Average |
| C | (73 – 84%) | Average |
| D | (65 – 72%) | Below Average |
| F | (0 – 64%) | Failure |

Tom saw that his 83% was a satisfactory grade. Had Tom been a high school student, his grade would have been a C.

---

*The top grade attainable is 100%, but additional tasks beyond the 100% completed during the grading period will be applied toward early exit from the program. These extra hours cannot be used in the computation of the next grading period. Adults who complete all tasks in the program are able to exit early, ready to enter the job market. High school students who are still attached to their home high school until graduation may exit early from their vocational class through the Industrial Cooperative Education (ICE) program, provided they have completed all their academic requirements.*

---

## EMPLOYABILITY SKILLS

You are graded at Ridge not only on your attainment of tasks, but also on your performance of the employability skills listed below. The instructors and advisory committee members agree that these 14 items are an important aspect of a vocational student's preparation. The lack of these skills is often the reason why workers lose their jobs.

1. Reports on time.
2. Attends school daily.
3. Uses authorized equipment and supplies.
4. Avoids wasting materials and time.
5. Returns tools usable and in place.
6. Dresses as required by policy.
7. Keeps accurate records.
8. Works only on assigned tasks.
9. Leaves work area clean and orderly.
10. Follows safety practices.
11. Accepts supervision in a positive manner.
12. Works cooperatively with others.
13. Avoids interfering with others.
14. Stays in authorized areas.

Each grading period students will start with 100 points and will be marked down as they commit violations of the skills on the list. Instructors will keep a reporting sheet on each

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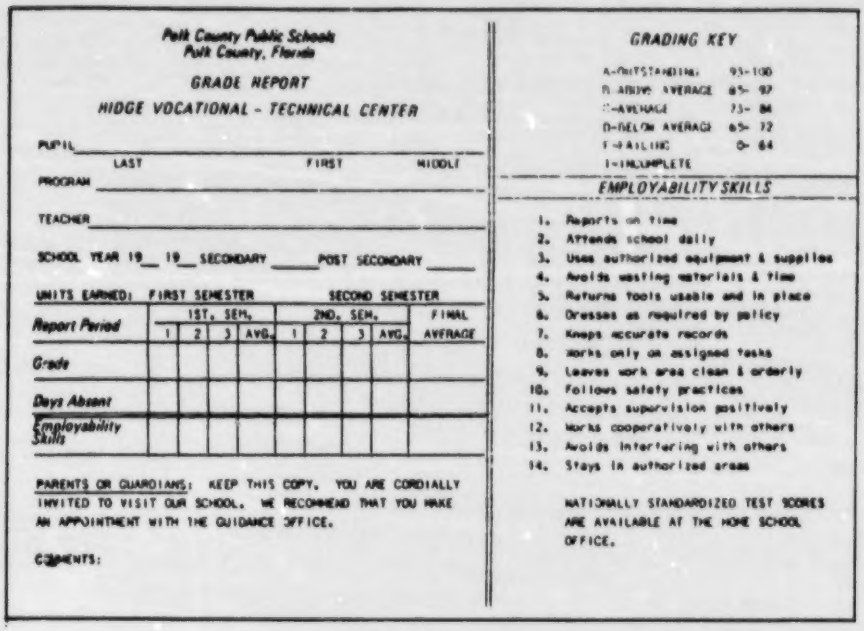
INFORMATION SHEET

013-002-003 (Continued)



*Polk County Public Schools*
*Polk County, Florida*

*GRADE REPORT*

*HIDGE VOCATIONAL - TECHNICAL CENTER*

PUPIL _____
LAST FIRST MIDDLE

PROGRAM _____

TEACHER _____

SCHOOL YEAR 19__ 19__ SECONDARY _____ POST SECONDARY _____

UNITS EARNED: FIRST SEMESTER SECOND SEMESTER

| Report Period | 1ST. SEM. 1 | 2 | 3 | AVG. | 2ND. SEM. 1 | 2 | 3 | AVG. | FINAL AVERAGE |
|---|---|---|---|---|---|---|---|---|---|
| Grade | | | | | | | | | |
| Days Absent | | | | | | | | | |
| Employability Skills | | | | | | | | | |

PARENTS OR GUARDIANS: KEEP THIS COPY. YOU ARE CORDIALLY INVITED TO VISIT OUR SCHOOL. WE RECOMMEND THAT YOU MAKE AN APPOINTMENT WITH THE GUIDANCE OFFICE.

COMMENTS:

*GRADING KEY*

A-OUTSTANDING 93-100
B-ABOVE AVERAGE 85- 92
C-AVERAGE 73- 84
D-BELOW AVERAGE 65- 72
F-FAILING 0- 64
I-INCOMPLETE

*EMPLOYABILITY SKILLS*

1. Reports on time
2. Attends school daily
3. Uses authorized equipment & supplies
4. Avoids wasting materials & time
5. Returns tools useable and in place
6. Dresses as required by policy
7. Keeps accurate records
8. Works only on assigned tasks
9. Leaves work area clean & orderly
10. Follows safety practices
11. Accepts supervision positively
12. Works cooperatively with others
13. Avoids interfering with others
14. Stays in authorized areas

NATIONALLY STANDARDIZED TEST SCORES ARE AVAILABLE AT THE HOME SCHOOL OFFICE.

student's employability skills. The grade will be the number of remaining points after all the points have been deducted for undesirable behavior. Ridge has individualized learning materials on employability and complementary skills available to the student.

Editor's Note:

In the SACC and Ridge grading systems, students working at an average rate receive an "A" along with the faster students. These systems highly skew the grades to "As" and "Bs". These systems are highly defensible, but perhaps a better system might be to make the average equal a "C" grade. Under the proposed system and using the SACC example of 76 hours for an 80 hour grading period, the grading scale would be as follows:

| Grading Scale per Hours | From SACC Grading Scale |
|---|---|
| A = 87 | (1.15 X 76) |
| B = 81 | (1.07 X 76) |
| C = 76 | |
| D = 68 | (.89 X 76) |

INFORMATION SHEET

013-002-003 (Continued)

In addition, it should be pointed out that in the SACC system, daily performance points are used to determine a student's grade, while the Ridge system does not combine tasks completed with employability items. Dr. Bill Blank maintains that those who "goof off" or are absent will earn the appropriate letter grade and, therefore, as educators, we need not average the employability items with the tasks mastered.

# MICRO - PERFORMANCE OBJECTIVE #3

Assign Grades

## LEARNING STEPS

1. Read Resource #1 for a review of CBVE grading.
2. Use Resource #2A to develop a grading system to the standards of Resource 2B.
3. Complete Resource #3 when you are ready for evaluation on CBVE grading systems. Contact your CBVE resource person for assistance.

## RESOURCES

1. All resources in this guide.
2. A. Activity Sheet 013-003-001, "Design a Grading System," in this guide, page 34.
   B. Product Checklist, Task 013, in this guide, pages 35-36.
2. Written Exam, Task 013, "Assign Grades," in this guide, pages 37-40.

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 003 |

ACTIVITY SHEET

013-003-001

Design a Grading System

Directions: Using the information in this manual and your actual school setting, design an ideal grading system. Use Product Checklist 013 as a standard.

Review the grading system with your school's CBVE resource person.

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 003 |

**PROGRAM:** Professional Teacher Training

**TASK:** Assign Grades

**TASK #** 013

**PERFORMANCE/PRODUCT CHECKLIST**

**STUDENT'S NAME** _____ **EVALUATION SITE** _____

**EVALUATOR'S NAME** _____ **PERFORMANCE ATTEMPT** 1 2 3 4

**DATE OF ATTEMPT** ____ ____ ____ ____

**TERMINAL PERFORMANCE OBJECTIVE:**

GIVEN: An actual school setting

YOU WILL: Assign grades

**DIRECTIONS TO THE STUDENT:**

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 13 OUT OF 13 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

**DIRECTIONS TO THE EVALUATOR:**

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 13 OUT OF 13 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 003 |

| CRITICAL ITEMS | ITEMS TO BE OBSERVED OR CHECKED | RATING YES | RATING NO |
|---|---|---|---|
| | 1. Does the grading system reflect student competence or non-competence? | | |
| | 2. Are student grades earned by the student? | | |
| | 3. Is the grade earned by a student a measure of competence? | | |
| | 4. Do students know what is required for each possible grade? | | |
| | 5. Does every student have an equal opportunity to earn the highest possible grade? | | |
| | 6. Does the grading system compare student performance to a fixed criterion level? | | |
| | 7. Is the grading system based primarily on student performance of tasks and not on paper and pencil tests or affective factors? | | |
| | 8. Does the grading system track student progress in time on task? | | |
| | 9. Is the grading system in writing? | | |
| | 10. Will the grading system be made known to students in advance of instruction? | | |
| | 11. Are objective checklists built into the grading and evaluation system? | | |
| | 12. Can a student's grade be calculated at any point in time? | | |
| | 13. Is the grading system objective? | | |
| | TOTAL POINTS EARNED = | | |

POINTS NEEDED FOR MASTERY = 13
TOTAL POINTS POSSIBLE = 13

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 003 |

PROGRAM Professional Teacher Training

**CRITERION EXAM**

**TASK #** 013

**DIRECTIONS:**

**THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON** developing a grading system and assigning grades.

**Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer** 13 **out of** 14 **items correctly, (** 93 **%).**

| DEPT. | PROG | TASK | TPO | MPO |
|---|---|---|---|---|
| | PTT | 013 | 013 | 003 |

WRITTEN CRITERION EXAM

Task 013

Assign Grades

Directions: Please complete the following without resources or assistance.

I. True/False (Circle the correct response)

T F 1. The goal of CBVE is successful task mastery.

T F 2. Students should have equal opportunity to earn each available grade.

T F 3. All students must know in advance the criteria for grading.

T F 4. The grading system should be based on how well a student can perform a task compared to other students.

T F 5. Documentation and records to verify grades must be kept.

T F 6. A student should be able to compute his/her grade at any time.

II. Matching (Circle the correct response)

7. The criteria for task mastery is provided by _____.

A. Conditions of performance
C. Tests and checklists
B. Standards of evaluation
D. None of the above

8. In a CBVE system, students are evaluated against _____.

A. Pre-set standards
C. Learning activities
B. Other students
D. None of the above

9. The grade earned by a student is a measure of competence based on attainment of _____ needed.

A. Attitudes
C. Skills
B. Knowledge
D. All the above

10. Grades in a CBVE system are awarded for _____.

A. Tasks mastered
C. Attending school
B. Learning activities
D. All of the above

11. Which of the following CBVE grading systems is the one recommended for use?

    A. The mastery or achievement level for each task

    B. The number of tasks to be mastered for each letter grade

    C. Pass/fail

    D. The number of tasks attained during a grading period

III. Rank order (Please place in correct chronological order the following taken from Stephenson Area Career Center's grading system.)

____12. Determine letter grade from student grading scale on student performance contract.

____13. Compute the total planned hours for task mastery.

____14. Compute total daily performance points from class record book.

ANSWER KEY

For Criterion Exam Task 013

1. T
2. T
3. T
4. F
5. T
6. T
7. C
8. A
9. D or C
10. A
11. D
12. 3
13. 1
14. 2